

CLIL EXCELLENCE for PRIMARY SCHOOLS

LEARNING UNIT FORMAT

Subject Area: ART Topic: THE PAINTER JOAN MIRÒ

Class: 5th Number of lessons: 5 of 2 hours each

***WALT* - We are Learning To-:**

During the learning unit

Children will be able to know:

- about Miró as a painter
- about Mirò's biography and technique
- about surrealism

Children will be able to do:

- identify the elements of paintings
- recognize surrealist paintings, recognize aspects of the language of surreal painting
- compose a painting like Miró and describe it

Children will be able to be aware of : the expressive style of Miró

Each Learning unit will be divided in single lessons. The steps to follow during the learning unit are the following:

- ACTIVATION
- CORE ACTIVITIES DIVIDED IN
 - FIND OUT (INPUT PHASE)
 - SORT OUT (INPUT PROCESSING PHASE)
 - OUTPUT (SPEAKING AND WRITING PRESENTING A PERSONAL OR GROUP PRODUCT)
- Final ASSESSMENT

These steps will be developed during a certain number of lessons each teacher will plan.

LESSON 1

Steps	Lesson description	CONTENT OBJECTIVES	LANGUAGE OBJECTIVES	RESOURCES	TYPE of INTERACTION*	TIMING
ACTIVATION of the learning unit	The teacher asks students what they think about a painting by the artist Miró shown at the iwb (brainstorming).			Painting by Miró: the Harlequin's Carnival		
CORE ACTIVITIES	<p>Students write their ideas on a post-it, then they share the ideas to the whole class (moment of discussion).</p> <p>The Guessing Game: guess the title of the painting (The Harlequin's Carnival).</p> <p>The teacher propose three minutes of an animated video about the painting to stimulate children's ability to observe and recognize the elements of the painting.</p> <p>Then the teacher invites students to complete a table, in group, about the painting (colours, lines, shapes, composition, feelings/impressions).</p> <p>Finally, moment of sharing together.</p>	<p>Students give personal ideas about the painting.</p> <p>Students play the Guessing Game in group</p> <p>Students identify different elements of a painting.</p>	<p>Words/short sentences that come out of the students' mind.</p> <p>Use of terms related to art painting</p>	<p>Previous art vocabulary</p> <p>Post-it</p> <p>English Dictionary</p> <p>Painting: https://www.slideshare.net/mobile/parkupton/harlequin-s-carnival-1925-joan-miro-painting</p> <p>Video: https://youtu.be/kvYeAaLubtc</p> <p>Table to fill in</p>	W - G	2 hours

*Type of interaction:: **I**- Individual;; **P**- Pair Group; **G**- Group; **W**- WHOLE CLASS

LESSON 2

Steps	Lesson description	CONTENT OBJECTIVES	LANGUAGE OBJECTIVES	RESOURCES	TYPE of INTERACTIO N*	TIMING
Warm up of the lesson:	<p>The teacher proposes a video (two times, the first time as an initial approach, the second time for the groups activity) to explore surrealism in a simple way.</p> <p>After organizing the class in groups, the teacher invites each group to capture as much information from the video as possible and to write it inside an empty conceptual map. For each exact piece of information the group receives a point.</p>	<p>Students identify some features of surrealism and Miró automatism.</p> <p>Students organize elements about surrealism in a conceptual map.</p>	<p>Use of terms related to surrealism and Miró automatism.</p>	<p>Video about surrealism: https://www.tate.org.uk/kids/explore/what-is/surrealism</p> <p>Conceptual map</p>	<p>W - G</p>	<p>30 min</p>
CORE ACTIVITIES:	<p>The teacher proposes six different pictorial compositions: each group has to recognize the surrealistic paintings and to motivate the choice (written key-words or short sentences and oral exposition). The groups receives points for their correct contribute.</p> <p>The teacher asks the students to identify in which paintings of the six they can see Miró automatism.</p> <p>The students explain the reason.</p> <p>Then the teacher gives some brief information about Miró's paintings - using a sort of identity card of the paintings, visible on the iwb – to encourage the capability to observe different art-works.</p> <p>Finally, the students in group enrich the conceptual map by introducing</p>	<p>Students recognize aspects of the language of surrealistic paintings.</p> <p>Students identify Miró automatism, observing art-works.</p> <p>Students compare paintings, using an identity card.</p> <p>Using the conceptual map students add information about surrealism and Miró</p>	<p>Expressing motivations, reasons.</p> <p>Explain personal ideas.</p> <p>Insert the acquired contents in a conceptual map.</p>	<p>Different pictorial compositions and information about Miró's paintings: PPT</p>	<p>W - G</p>	<p>90 min</p>

	new information just listened about the surrealism and Joan Miró. Moment of sharing together.	automatism.		Conceptual map to complete		
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LESSON 3

Steps	Lesson description	CONTENT OBJECTIVES	LANGUAGE OBJECTIVES	RESOURCES	TYPE of INTERACTIO N*	TIMING
Warm up of the lesson:	The teacher proposes a video (four minutes/two times), a Power Point Presentation and a sequence of pictures to promote the knowledge about Miró's biography and his expressive style.	Students learn contents referring to Miró's biography and his artistic production.	Listen and understand, read and understand the fundamental points of oral or written tests.	Video 1 brief biography and paintings: https://m.youtube.com/watch?v=O9rAdb_ULp0 PPT: https://www.duplinschools.net/site/handlers/filedownload.aspx?moduleinstanceid=8414&dataid=14756&FileName=Joan%20Miro%20PP.ppt Video 2 pictures: https://www.youtube.com/watch?v=RcWrHHNrqu8	W	30 min
CORE ACTIVITIES:	The Matching Game: students in group receive two boxes	Students play in group at the Matching Game.	Use and construction of sentences about the	Pieces of		15

	containing pieces of sentences referring to the videos and the PPT; they have to connect them. For each exact sentence the group receive a point. Moment of sharing together.		proposed contents.	sentences	G	min
	The Domino Game: students in group receive cards with pictures and key-words or short sentences referring to the contents already done. Students have to match them in a correct way. There is a score for the game. Moment of sharing together.	Students play the Domino Game in groups	Recognize the meaning of written information and combine pictures with key-words or short sentences.	Domino cards	G	15 min
	Taking inspiration from the forms, the flattened picture frames and the bold lines of the artist Miró, students draw and then paint like Miró. To make this activity, students receive operating instructions to be respected. This can also be done using Paint, adapting the instructions.	Students draw like Miró using symbols and create their own composition.	Read and follow the instructions	Operating instructions for the art-work paper to draw and colours to paint	I	1 hour

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LESSON 4

Steps	Lesson description	CONTENT OBJECTIVES	LANGUAGE OBJECTIVES	RESOURCES	TYPE of INTERACTIO N*	TIMING
Warm up of the lesson:	To learn something more about the artist Miró and his art technique the teacher proposes a video (three minutes) and asks students about their impressions/ideas. Moment of sharing together.	Students familiarise with Miró's art technique.	Improve art vocabulary. Express personal ideas. Answer oral questions.	Rediscovered Miró's work: https://m.youtube.com/watch?v=nsuV7M8a9_E	w	15 min
CORE ACTIVITIES:	The students look at some more Miró's art-work through a PPT. They check out some of the people Miró painted and then they create self-portraits. To make this activity students follow suggestions contained in the PPT, visible on the iwb.	Students learn something more about Miró's artistic productions. Students make a self-portrait influenced by Miró.	Read, understand the written information and follow the instructions contained in the PPT.	Slideplayer ppt: https://slideplayer.com/slide/7875411/ Paper Pencil Permanent marker Water colours	W - I	45 min
	The students describe their self-portrait (writing). Some students present the work to the classroom, as an example. Then the students create a big poster, sticking paintings and descriptions.	Students identify elements and features of their works, describing them.	Use a correct glossary to describe a self-portrait.	Self-portrait Paper to write Poster	I - W	1 hour

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LESSON 5

Steps	Lesson description	CONTENT OBJECTIVES	LANGUAGE OBJECTIVES	RESOURCES	TYPE of INTERACTIO N*	TIMING
Warm up of the lesson:	The teacher proposes an activity to exercise student's creativity and that refers to the visual elements of Miró. After reading a structured text together, the teacher invites each student to follow the instructions and to draw.	Students exercise their creativity, combining visual elements and drawing special pictures.	Read, understand the written information and follow the instructions contained in the sheet.	Sheet: Exercise your Creativity Paper to draw	W - I	30 min
CORE ACTIVITIES:	Pairwork activity: the students choose two of their pictures and they develop a "surreal dialogue" between the two (writing). Then they expose it (oral) to classmates, showing the drawings they selected.	Students make little drawing (figures) like Miró. Students elaborate a "surreal dialogue" in pairs.	Produce a "surreal dialogue", using questions and answers.	Paper to write the "surreal" dialogue	P	1 hour
	The teacher organises the class in groups with a tablet or a PC and starts some games, using Quizlet tests and flashcards, to check the contents acquired about Miró and surrealism. Final moment of sharing together.	Students play in group using Quizlet (contents related to Miró and surrealism).	Use of terms related to surrealism and Miró biography/automatism. Questions/answers.	Tests, flashcards about Miró and surrealism: https://quizlet.com/it Tablet/ PC	G	30 min

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ASSESSMENT	<p data-bbox="340 148 2210 188">FORMATIVE ASSESSMENT (on going process):</p> <p data-bbox="340 220 2210 292">Discussions, reflections, participation in the activities, work in group or in pair, teacher observations, matching game, domino game</p> <p data-bbox="340 355 2210 395">SUMMATIVE ASSESSMENT (written and oral tests / resources/):</p> <p data-bbox="340 427 2210 467">Conceptual map, individual artwork, description, test,</p>
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